DOCUMENT RESUME

ED 338 104 FL 019 851

AUTHOR Provenzano, Johanna Z., Ed.
TITLE Promising Practices: A Teacher Resource (Grades 4-6).
INSTITUTION National Clearinghouse for Bilingual Education, Rosslyn, VA.
SPONS AGENCY Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
REPORT NO ISBN-0-89763-112-9
PUB DATE 85
CONTRACT 400-80-0040
NOTE 90p.; For a parallel guide for grades K-3, see ED 261 541.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Bilingual Education Programs; *Classroom Techniques; Curriculum Development; Grade 4; Grade 5; Grade 6; Intermediate Grades; Lesson Plans; *Limited English Speaking; Student Evaluation; *Teaching Methods
IDENTIFIERS Content Area Teaching

ABSTRACT

Part of a project to help teachers respond to the challenge of teaching content subjects to a variety of limited-English-proficient (LEP) learners, this report presents the recommendations of a group of master teachers who first identified promising practices for educating minority language students and then supplemented these by selecting learning activities that exemplify the ways in which the practices can be used successfully in the LEP classroom. The 29 promising practices are grouped under four headings: planning; classroom management; teaching procedures; and evaluation. Practices include emphasizing advance preparation, providing additional time for teaching vocabulary; creating opportunities for student-student interaction, instituting a reward system, encouraging parent-student activities, contextualizing instructional language, providing a hierarchy of questioning techniques, building self-esteem, and providing positive reinforcement and feedback. Sample lesson plans are given for each category, and a lesson evaluation checklist is provided that summarizes the 29 practices. A subject index is also included for the following areas: art, health, language arts, math, music, science, and social studies. Contains 11 references. (LB)

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PROMISING PRACTICES:

A Teacher Resource

Compiling Editor
Johanna Z. Provenzano

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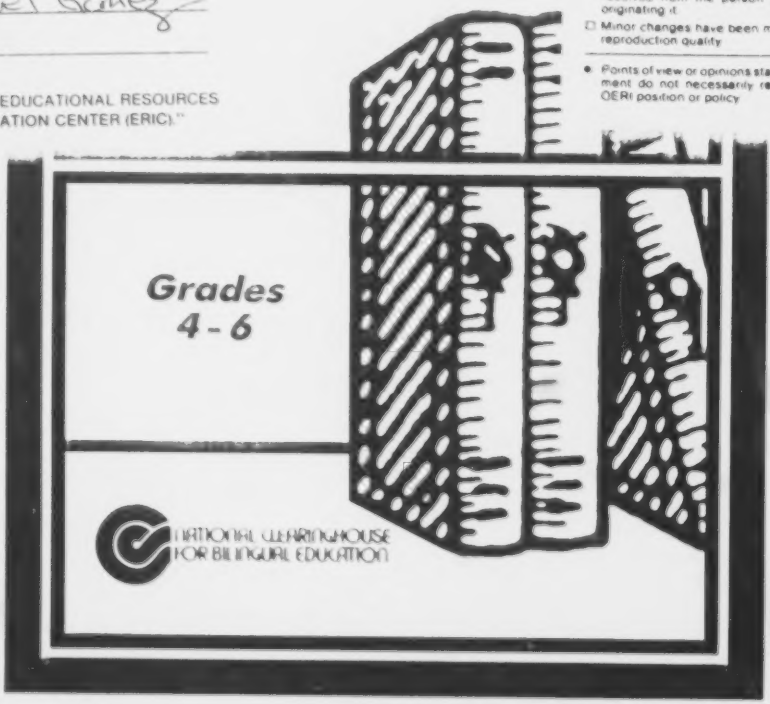

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Promising Practices:
A Teacher Resource
(Grades 4-6)

Compiling Editor
Johanna Z. Provenzano

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InterAmerica Research Associates, Inc. d/b/a
National Clearinghouse for Bilingual Education
1555 Wilson Boulevard, Suite 605
Rosslyn, Virginia 22209

Library of Congress Catalog Card Number: 85–62194
ISBN: 0–89763–112–9
Printed in USA
10 9 8 7 6 5 4 3 2 1

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Preface

In 1984 the National Clearinghouse for Bilingual Education (NCBE) began a project designed to address the special needs of teachers of limited-English-proficient (LEP) students. The project brought together a panel of master teachers to identify *promising practices* in bilingual education and English as a second language (ESL) and to select teaching activities which exemplified these practices. Grades K–3 were the project focus in 1984, and 4–6 in 1985.

A representative sample of highly effective teachers of LEP students was identified by using findings from the Significant Bilingual Instructional Features (SBIF) Study, which investigated teaching practices for LEP students in 58 K–6 classrooms at six sites representing different ethnolinguistic groups and a wide geographical distribution. The project director at each site nominated a K–6 teacher to participate on the Master Teacher Panel. A seventh master teacher was nominated by the ESL program coordinator for Fairfax County Public Schools, Virginia, as an outstanding K–3 teacher the first year, and the ESL program coordinator for Montgomery County Public Schools, Maryland, nominated a 4–6 teacher the second year. The Master Teacher Panel represented the following geographical areas and ethnolinguistic groups: New York (Puerto Rican); Florida (Cuban); Texas (Mexican American); Arizona (Native American); California (Cantonese); Washington (multicultural); and the Washington, D.C., metropolitan area (multicultural).

At the initial project meeting, the panel members, representing teachers of LEP primary grade students, identified the needs of both specialized (bilingual and ESL) and nonspecialized (mainstream) teachers. These panel members also identified promising practices that they had found to be successful in working with primary-level LEP students and established criteria for selecting lessons that exemplified the practices.

The panel and NCBE staff jointly developed a format in which teaching activities that incorporated the identified promising practices could be described. This format was distributed to classroom teachers, bilingual and ESL professionals, and program administrators, all of whom were asked to contribute outstanding teacher activities for possible dissemination by NCBE. NCBE reconvened the panel to review the submitted lessons and to choose those activities which best demonstrated the promising practices. The NCBE publication, *Promising Practices: A Teacher Resource (K–3)*, reflects the 1984 project activities.

During the second year, the Master Teacher Panel, representing teachers of grades 4–6, refined the promising practices to apply to upper elementary instruction. NCBE again elicited learning ac-

tivities from practitioners across the country. The master teachers selected a total of 24 classroom activities. An additional 10 teaching activities were developed by the panel and NCBE staff to cover content areas and grade levels not represented by those previously selected. This publication presents these activities to assist teachers of limited-English-proficient students in the development of effective lessons.

NCBE wishes to express its appreciation to the following people for their contributions in preparing this publication:

Members of the Master Teacher Panel
Contributing teachers
NCBE staff
Gloria Stewner-Manzanares, Ph.D., coordinator of the promising practices project (4–6)
Anna Uhl Chamot, Ph.D., coordinator of the promising practices project (K–3)
Marta Iris Tannenhaus, Research Information Services

The Master Teacher Panel: 4–6

Elizabeth Amato
Crockett School
El Paso, Texas

Ralph Collazo
P.S. #47
Bronx, New York

Luis Cordero
Jefferson Elementary School
Yakima, Washington

Grace Nebb
Milam Elementary School
Hialea, Florida

Laura Spillane
Wingate Elementary School
Bethesda, Maryland

Bessie Yazzie
Ganado Intermediate School
Ganado, Arizona

Anna Wong
Spring Valley School
San Francisco, California

The National Clearinghouse for Bilingual Education

Introduction

Teachers of limited-English-proficient (LEP) students face a unique challenge—how to teach content subjects to a class of individuals representing different language groups, cultures, and varying degrees of English-language proficiency and simultaneously work to develop English proficiency. Teachers respond to this challenge by drawing upon academic, community, and experiential resources and by using various teaching strategies, including adapting teaching methods and curriculum materials to match their students' special needs.

The National Clearinghouse for Bilingual Education (NCBE) carried out a project designed to assist teachers in addressing this challenge. A panel of master teachers was convened to identify *promising practices* for educating minority language students and then to select learning activities which exemplified the ways in which these practices can be used successfully in the classroom. (The table on page ix lists the practices identified by the Master Teacher Panel.)

Most teachers of LEP students already employ a number of these practices, some of which are not necessarily new or innovative approaches but common sense suggestions based on theory, research, or experience. The information obtained from NCBE's efforts is presented for beginning teachers to incorporate into their teaching styles and for experienced practitioners to review, adapt, or expand toward the goal of effective classroom instruction.

The discussion of the promising practices and their implementation is organized as follows: *Chapter 1*, Planning; *Chapter 2*, Classroom Management; *Chapter 3*, Teaching Procedures; and *Chapter 4*, Evaluation. The chapters provide an introduction to each topic, containing suggestions and reminders related to educating LEP students, followed by sample learning activities which highlight the use of the featured practices. These sample lessons were taken from learning activities submitted to NCBE by bilingual, English as a second language (ESL), and mainstream teachers. The promising practices are highlighted in the teaching procedures for the sample lessons and are identified by numbers in parentheses (refer to the table on page ix for cross-reference).

The manner in which a lesson plan is applied depends on many variables—the teacher, the class organization, the students, and the curriculum. These lessons are examples of basic learning activities and are intended to serve as a framework for teacher experimentation and innovation. A checklist is included as an appendix to assist in incorporating the practices into lesson development. Two indexes, alphabetical and subject, have been appended to add to the usefulness of the publication for practitioners.

Reference Number	Practice
	Planning
1	Advance preparation is essential; more time is required in preparation for instructing LEP students than non-LEP students.
2	Plan for additional time to teach vocabulary, then concentrate on concepts and skills.
3	Plan relevant instruction for a particular group of LEP students by personalizing the lesson and incorporating their culture.
4	Plan to use school and community resources to extend and reinforce concepts.
5	Plan for parent involvement in school activities.
6	Plan to adapt commercially available materials to meet LEP students' needs.
7	Plan an assessment period at the beginning of each school year/semester.
	Classroom Management
8	Create opportunities for student-student interaction through pair work, small group work, peer tutoring, or other techniques.
9	Create a comfortable and attractive classroom atmosphere by utilizing items such as bulletin boards, posters, displays of students' work.
10	Incorporate a reward system (assertive discipline) into teaching activities at the beginning of the year.
11	Initiate parent-student activities in the classroom and as home assignments.
12	Encourage active participation by all students by assigning responsibilities that do not require a high English proficiency (library monitors, classroom helpers, or messengers).
13	Acknowledge that cultural differences may cause fluctuations in individual levels of class participation.
	Teaching Procedures
14	Contextualize instructional language by: Modeling or demonstrating what is to be done while giving directions; using paralinguistic clues such as gestures, body language, or visuals; using linguistic clues such as paraphrases, definitions, repetitions, or reformulations; dramatizing the content whenever possible by acting out the meaning of the word, phrase, or concept.

Reference Number	Practice
15	Provide language input through a variety of modes: *Visual*—language represented by print and nonprint means; *Auditory*—language represented by spoken and musical means; *Kinesthetic*—language associated with physical actions; *Tactile*—language internalized through touch.
16	Provide a hierarchy of questioning techniques such as comprehension, application, analysis, synthesis, and evaluation.
17	Provide opportunities for creative learning.
18	Teach learning strategies that can be used independently by students: *Directed attention*—concentrating on the learning task or teaching explanation while ignoring distractors; *Self-management*—placing oneself in a situation that assists learning; *Self-monitoring*—correcting one's language on an ongoing basis; *Self-evaluation*—checking one's progress and recognizing both strengths and weaknesses; *Transfer*—using language or concepts already learned to facilitate a new learning task; *Inferencing*—guessing at meaning from context and nonverbal clues; *Problem ownership*—accepting responsibility for one's learning.
19	Communicate the objective of the lesson before instruction.
20	Provide a high interest motivator at the beginning of the lesson.
21	Provide a closing for each lesson in which concepts taught are clarified (in L_1 or L_2).
22	Show empathy and understanding toward the students and focus on their ideas and not on their language use.
23	Monitor the evolution of class activities and adjust activities based on student needs and reactions.
	Evaluation
24	Build self-esteem by linking students' past achievements and prior knowledge to the present task.
25	Provide positive reinforcement for accomplishments through verbal and culturally appropriate nonverbal means.
26	Teach test-taking skills by providing students with practice in taking standardized tests and mainstream teacher-prepared tests.

Reference Number	Practice
27	Provide immediate positive feedback.
28	Note student weaknesses and provide remediation through class activities or individualized instruction.
29	Vary formative or summative assessment procedures, using classwork, homework, progress checklists, weekly quizzes, oral work, projects, end of unit tests, and student self-evaluation.

Chapter 1
Planning

Seven of the promising practices cover the special advance preparation needed to accommodate limited-English-proficient students' special language and/or cultural needs (refer to the table on page ix for a list of these promising practices). Lesson development includes reading the textbook material beforehand to identify the most important ideas, concepts, or skills covered and then pinpointing the particular instructional objectives that will be emphasized from the material. These objectives should be prioritized so that the most essential content is presented within the designated time frame. When identifying short-range objectives, teachers try to define the precise behaviors that students will be expected to perform upon completion of the lesson and proceed to organize the lesson accordingly. Long-range objectives—those skills to be acquired by the end of the school year—are taken into consideration when planning lesson objectives. Daily lessons should progess toward the attainment of the long-range goals. Planning for a period of assessment at the beginning, middle, and end of the school year will help in formulating short- and long-range objectives. When defining either short- or long-range goals, however, teachers are cautioned not to cover too many concepts or to make objectives too broad to evaluate properly.

One of the most time-consuming planning tasks is the adaptation of instructional materials to serve the needs of the class. Texts may be adapted through techniques such as constructing study guides, holding prelesson discussions, or summarizing the text material. Even though a teacher has been assigned an appropriate text, advance preparation is necessary to review the text for cultural, sexual, or racial biases, either blatant or implied. A teacher may also need to take the time to prepare supplementary materials which might make the lesson more culturally relevant, more functional, or to ensure that students have access to the necessary prerequisite language. Students, and even their parents, can be involved in developing or adapting instructional materials to meet the needs of a particular lesson. When students prepare supplementary materials for younger students or peers, the situation becomes a learning experience for all since the students must understand the concepts upon which the materials are based.

Planning for vocabulary development is essential, especially when dealing with LEP students. The teacher prioritizes the functional language to be taught—whether to stress the language proficiency necessary to communicate in social situations or the proficiency needed for academic success. The teacher has to make sure that the students will understand the meaning of the essential vocabulary in the lesson and that students have the necessary academic language skills to participate in the lesson. This requires

teaching the language for the concept first, then explaining the concept. Personalizing the content by incorporating words familiar to the students and personal references often aids in vocabulary comprehension.

A teacher should anticipate ways in which the lesson can be made culturally relevant. The teacher can then begin to organize the instructional content as the lesson develops to personalize instruction and incorporate students' cultures. Student language competency, nonverbal communication sensitivity, and learning styles can be accommodated within the lesson, once the teacher begins to consider the cultural background.

Another teaching strategy that needs advance planning is incorporating parent participation in the classroom. Parent involvement is an excellent technique for encouraging positive cultural ties between students and their native cultures. Parents' native language skills can be an asset in the classroom; parents can serve as tutors and aides, or they can assist in developing culturally relevant materials. When dealing with parents, though, teachers should keep in mind that some parents may also be limited English proficient, causing language barriers to their involvement in the classroom. One school district overcame this barrier by implementing an English as a second language (ESL) program specifically to enable parents to participate in school activities. Teachers should tap all available community resources to enrich their students' lessons. Minority language students' school and nonschool environments are often quite different. By allowing community involvement in the classroom, the school environment may seem less imposing to the student.

Lesson 1

Ethnic Groups in the United States

Note

The promising practices highlighted in this lesson—advance preparation is essential **(1)**; plan relevant instruction for a particular group of LEP students by personalizing the lesson and incorporating their culture **(3)**.

When conducting this lesson, ethnic differences should be presented positively, not negatively or competitively.

Content Area
Social Studies

Classroom Organization
Bilingual, Mainstream

Grade Level
4

English Proficiency Level
Intermediate

Time Allotment
Planning: 30 minutes
Teaching: 55 minutes

Instructional Objectives
Students will be able to:

- Articulate key characteristics about ethnic group(s) studied;
- Articulate similarities and differences between their lives and that of the ethnic group(s) studied.

Prerequisite Skill
Ability to hold a topical discussion in English

Materials
- Filmstrip
- Film projector
- Cassette recorder
- Chalk, chalkboard

Procedures
1. Preview filmstrip on Chinese Americans (or another ethnic group) and formulate questions that will stimulate discussions by students. (**1**, **3**)
2. Allow the class to answer and discuss questions (see Sample Questions). Write the students' impressions on the board and save the class' impressions. (**3**, 15, 22)
3. Show the filmstrip.
4. Ask students the same questions. Discuss the similarities and discrepancies between the students' understanding of the ethnic group before and after viewing the filmstrip. Amend the impressions written on the board. (17, 21)

Sample Questions
1. What do you know about ___ _____ (ethnic group)?
2. How is your life similar or different from the lives of people from _____ ?

Submitted by
Anna Wong
Spring Valley Elementary School
San Francisco, California

Lesson 2

Class Newspaper

Note

The promising practices highlighted in this lesson—advance preparation is essential **(1)**; plan to use school and community resources to extend and reinforce concepts **(4)**.

This lesson adapts actual news stories to make them more comprehensible to LEP students.

Content Area
Language Arts

Classroom Organization
ESL

Grade Level
4–6

English Proficiency Level
Mixed

Time Allotment
Planning: 1–2 hours
Teaching: Four to five 45- minute lessons

Instructional Objectives
Students will be able to:

- Identify sections of the newspaper;
- Select a group task and carry it out;
- Write a simple news story that relates events in their lives;
- Correct drafts of a news story;
- Cut and paste articles for final drafts;
- Read final newspaper.

Prerequisite Skills
- Some familiarity with newspapers
- Read English at a beginning level
- Write English at a beginning level
- Ability to interact within a group situation

Materials
- Newspapers
- Paper
- Pencil
- Glue
- Art paper

- Magazine pictures
- Scissors
- Laminator, if possible

Procedures

Day 1

1. Arrange with the local newspaper office to have copies of the daily newspaper sent to your class for several days. (**1**, 20)
2. Have students identify the various sections of the newspaper and their functions, e.g., classified ads announce job openings and articles for sale. Tell students that they are going to write their own newspaper and that they are to select a section that they would like to work on. (19)
3. Read several articles from different sections of the newspaper and paraphrase the main ideas in simple English after each reading. (14) Elicit student reactions. Discuss the organization and format of each article to familiarize students with journalistic style. (14)

Day 2

4. Let students peruse the newspaper on their own for a few minutes; ask them to read for main ideas only.* If the articles are too difficult, prepare simple summaries ahead of time and have students match the summary to the original article. (**1**)
5. Have students list the article topics and report orally to the class on the topics.*

Day 3

6. If possible, arrange a field trip to tour a newspaper's facilities. (**4**)

Day 4

7. Have students vote on a name for their newspaper. Let them choose the sections they would like to include and list these on the board. Determine the job assignments, e.g., editor, sports reporter, graphic artist, for each section. Group students according to section, e.g., sports, international news. (8)
8. Have students write a news article about school or about their lives. If they seem reluctant to write, elicit news from one student and write a sample news story on the board. (28)
9. Have editors in each group correct articles before the articles are handed in. (18)

*Requires higher level skills.

Day 5

10. Edit the drafts and give them back to the section teams to rewrite on heavy paper.
11. Have students cut up the final drafts and paste them on newsprint. (Pictures cut out of magazines can be used as graphics.)
12. Have the final product printed or photocopied and have students distribute the newspaper to other classes.
13. Laminate and post the final copy in the library so that all students may read it. (9, 25)

Sample Questions

1. What section of the newspaper is your favorite? Why?
2. Which section would you read first?
3. How do you know which section this is?

Submitted by

Elizabeth Amato
Crockett Elementary School
El Paso, Texas

Lesson 3 — *Food Items*

Note

The promising practices highlighted in this lesson—advance preparation is essential (**1**); plan for additional time to teach vocabulary, then concentrate on concepts and skills (**2**); plan for a particular group of LEP students by personalizing the lesson and incorporating their cultures (**3**); plan to use school and community resources to extend and reinforce concepts (**4**).

A secondary objective of this lesson is to communicate an appreciation for the nutritional benefits which can be derived from non-U.S. meals.

Content Area

Health

Classroom Organization

Bilingual, ESL

Grade Level

4

English Proficiency Level

Beginning

Time Allotment

Planning: 50 minutes
Teaching: Four 30 - minute lessons

Instructional Objectives

Students will be able to:

- Identify names of common foods and indicate the basic food group they belong to;
- Point out the nutritional rationale behind various meals.

Prerequisite Skills

- Reading at a beginning level
- Categorization skills
- Knowledge of basic foods

Materials

- Chalkboard, Chalk
- Paper
- Magazines
- Crayons
- Pencils
- Large envelopes
- Tape
- Scissors

Procedures

Day 1

1. Hand out a worksheet with drawings of common foods that the students will know and have them identify the names of the foods. (**1**)
2. Teach about the basic food groups and their importance to one's health. (Use students' first language as necessary to ensure that students understand the essential vocabulary.) (**2**)
3. Write the category names on the board and elicit examples of each group from the class. (18)

Day 2

4. Pass out copies of the school's lunch menu for that month and discuss with the class the nutritional rationale behind the food choices.
5. Ask children what they eat at home (see Sample Questions) and whether their meals are well-balanced. (**3, 4**)

Day 3

6. Have children cut out photos from magazines or draw pictures of food items. In groups of three or four have the students divide

their pictures by food group category. Walk around the room and check the work, then collect all pictures and mix them up. (8, 15)

Day 4

7. Tape a large envelope to the chalkboard and label one for each food group. Ask for volunteers or call on students; give each a picture. Ask them to say what food it is and what group it belongs to, and to deposit the picture in the correct food group envelope. (27)

Sample Questions

1. What foods do you like (dislike) from the dairy group?
2. Does your family eat _____ at home? What do you eat at home?
3. Is your (bag) lunch a balanced meal? Why or why not?

Submitted by

Mary Potocki
Bilingual Resource Center
Diego Community Academy
Chicago, Illinois

Lesson 4 — Making Up Riddles

Note

The promising practices highlighted in this lesson—advance preparation is essential (**1**); plan for a particular group of LEP students by personalizing the lesson and incorporating their culture (**3**); plan to use school and community resources to extend and reinforce concepts (**4**); plan for parent involvement in school activities (**5**).

Content Area

Language Arts

Classroom Organization

Bilingual, ESL, Mainstream

Grade Level

5

English Proficiency Level

Intermediate, Advanced

Time Allotment

Planning: 40 minutes
Teaching: Three 40 - minute lessons

Instructional Objectives

Students will be able to:

- Know what a riddle is and be able to make one up;
- Appreciate riddles from this country and other countries;
- Read riddles and comprehend aurally.

Prerequisite Skill

Intermediate reading and writing skills

Materials

- Paper
- Pencils
- Construction paper
- Glue
- Crayons

Procedures

Day 1

1. Collect riddles appropriate for the age group of class. Arrange for a cooperative exchange relationship with another class at another school. (**1, 4**)
2. Explain concept of riddle in students' first and second languages. Give several examples, e.g., What is gray, has big ears, a long trunk, and weighs only three pounds. Answer: A very, very, very thin elephant.
3. Ask students if they know any riddles. Have them share the ones they know. Ask if they know riddles from their native countries or the native countries of their relatives. Tell them to ask their families if they know any riddles. (**3, 5,** 24)

Day 2

4. Allow students to share the riddles they learned from their families. (11)
5. Have students write their own riddle(s). (17)
6. In groups of three or four, have students read their riddles to each other and guess the answers. (8, 15)
7. Have each group share some of their riddles with the whole class.
8. Choose the class favorites and exchange them with a class at another school.

Day 3

9. Ask students to write their best riddle, to mount it on construction paper, and to decorate the paper with illustrations. Display these on the classroom bulletin board. (9)

10. Read riddles from the other school and allow class to guess the answers.

Sample Questions

1. Who knows what a riddle is?
2. Did you know any riddles in _____ (native country)? What riddles do you know?
3. Why is this riddle funny? Why isn't it funny?

Submitted by

Lenora Webb
Ganado Intermediate School
Ganado, Arizona

Lesson 5 Animal Interview

Note

The promising practice highlighted in this lesson—advance preparation is essential (**1**).

Reference materials must be carefully selected so that students can use inferencing skills without an overdependence on a dictionary. Advance preparation is necessary to prepare for the questions that students will ask about the animal visitor during the interview.

Content Area

Science

Classroom Organization

ESL

Grade Level

4

English Proficiency Level

Mixed

Time Allotment

Planning: 3 hours
Teaching: Three 30 - minute lessons

Instructional Objectives

Students will be able to:

- Conduct short interviews;

- Compile information from reference materials;
- Answer simple questions in interviews.

Prerequisite Skills

- Knowledge of some animals
- Ability to read simple English on the subject of animals
- Familiarity with using reference materials

Materials

- Animal puppets (could be student-made)
- Magazines
- Childrens encyclopedias
- Films
- Videos
- Filmstrips
- Blackboard and/or chart paper

Procedures

Day 1

1. Prepare the lesson by reading encyclopedia articles, national geographic articles, or other material about a chosen animal, for example, a lion. (**1**)
2. Prepare the students for the interview. Tell the class that a special visitor is coming who is an expert on lions and that they need to think of some interesting questions to ask the expert. (20)
3. Put a set of question words on the blackboard (e.g., who, what, where, when, why, how, is, are, do), and tell the students that many questions begin with these words. (14)
4. Elicit questions that students might ask. Edit the questions as you write them on the board, but be accepting of students' ideas. (17, 22)
5. Step out of the room, and return with the visitor—a hand puppet. Introduce Lenny Lion, and field questions from the students about his life as a lion, his family, where he came from, what he likes to eat, how dangerous he is, how he got to their school.

Day 2

6. Divide the class into small groups of varying proficiency levels. Help groups to become experts on a particular animal, using films, filmstrips, books, magazines, and/or encyclopedias. (8)

Day 3

7. Select one student from each group to be interviewed by the other groups. (8)

Sample Questions

1. Where do you live?
2. How do you get your food?
3. When do you sleep?

Submitted by

Dr. Mary Lou McCloskey
Georgia State University
Atlanta, Georgia

Lesson 6 Sequenced Story

Note

The promising practices highlighted in this lesson—advance preparation is essential (**1**); plan for additional time to teach vocabulary, then concentrate on concepts and skills (**2**); plan to use school and community resources to extend and reinforce concepts (**4**).

This lesson can be expanded to a writing lesson by asking students to write a narrative paragraph from their sequence of pictures.

Content Area

Language Arts

Classroom Organization

Bilingual, Mainstream

Grade Level

4

English Proficiency Level

Mixed

Time Allotment

Planning: 1 hour
Teaching: Three 45 - minute lessons

Instructional Objectives

Students will be able to:

- Discuss the martial art, karate;

- Arrange a set of karate pictures in sequence;
- Tell an oral story about their sequenced set of pictures.

Prerequisite Skill

Ability to inference an oral story from pictures

Materials

- Teacher-made or commercial sets of karate pictures
- Karate expert or someone with karate experience
- Gym or an area in which karate skills can be exhibited

Procedures

Day 1

1. Have students read a story or article about karate.
2. Discuss this martial art with the students (see Sample Questions). Discuss some specific moves in karate. Make sure to distinguish between non-English words specific to karate and English words. (**1**, **2**, 24)

Day 2

3. Plan a demonstration by a local expert or anyone with some experience in karate. Have it take place in the gym or in a local karate studio. (**4**, 14, 15)

Day 3

4. Give each student a set of three to five pictures showing various karate moves.
5. Have the students put their sets in sequence and make up a story about them. (17)
6. Ask each student to tell the story to the class while displaying pictures. (15)

Sample Questions

1. Have you ever heard of karate? What do you know about it?
2. Who can show us a karate move?
3. Why did you put this picture after the other one?

Submitted by

Bessi Yazzi
Ganado Intermediate School
Ganado, Arizona

Lesson 7

Note

Picture This

The promising practices highlighted in this lesson—advance preparation is essential (**1**); plan for additional time to teach vocabulary, then concentrate on concepts and skills (**2**); plan to adapt commercially available materials to meet LEP students' needs (**6**); plan an assessment period at the beginning of each school year/semester (**7**).

Content Area
Language Arts

Classroom Organization
Bilingual

Grade Level
4–6

English Proficiency Level
Mixed

Time Allotment
Planning: 45 minutes to 1 hour
Teaching: Two 45 - minute lessons

Instructional Objectives
Students will be able to:

- Discuss the meaning of several poems with classmates;
- Match visual representations with written images in a poem.

Prerequisite Skill
Experience in reading poetry

Materials
- Books of poems
- Magazines
- Typing or Ditto Paper
- Glue
- Scissors

Procedures
1. Select several poems to read to the class. Find books of poems appropriate for English level of the class (determined during an assessment [oral or written] at the beginning of the year/semester). Identify vocabulary which students may not know and plan how to contextualize vocabulary. (**1, 2, 6, 7**)

2. Read several different types of poems to students.
3. Discuss the meaning of the poems. (14, 15)
4. Instruct students to look through poetry books and to find a poem they like. Then ask students to look through magazines and find pictures that illustrate any line (or lines) of the poem. Have students match the cut out pictures with the appropriate line(s) of the poem. (17)
5. Tell students to glue the picture onto blank piece of paper and write the corresponding line(s) of the poem below it. Show an example of a finished page. (12, 15)
6. Help students to compile a booklet consisting of (1) title page, (2) the entire poem written out on one page, and (3) the pages with cut out pictures and corresponding lines.
7. Ask students to read their poem to the class, and show their pictures while discussing the meaning of the poem. The work can be exhibited on the bulletin boards or on tables. (9, 10, 25)

Sample Questions

1. What is the poet trying to say? How do you know how the poet feels (e.g., sad, happy)?
2. In what way does this picture represent the line of the poem?
3. Why did you choose this poem?

Submitted by

Nancy Apodaca
Crockett Elementary School
El Paso, Texas

Lesson 8 The New Planet

Note

The promising practices highlighted in this lesson—advance preparation is essential (**1**); plan for additional time to teach vocabulary, then concentrate on concepts and skills (**2**); plan for a particular group of LEP students by personalizing the lesson and incorporating their culture (**3**).

The teacher-prepared questions should be composed and organized so that the answers will form a skeleton paragraph.

Content Area

Science

Classroom Organization

ESL

Grade Level

4, 5

English Proficiency Level
Advanced

Time Allotment
Planning: 1 hour
Teaching: Three 30 - minute lessons

Instructional Objectives
Students will be able to:

- Answer simple questions regarding their imaginary planet;
- Write their ideas according to a preestablished organization;
- Illustrate their impressions.

Prerequisite Skills
- Some knowledge of planets and interplanetary travel (from a previous visit to a science museum or from reading books and articles on the subject)
- Ability to answer simple questions in English

Materials
- Books about planets
- Chart paper
- Pencils
- Lined paper
- Masking tape
- Thumb tacks
- Photocopy of teacher-prepared questions
- Stickers

Procedures
1. Share a book about planets with the students and lead a class discussion about characteristics of various planets. (**1**, 20)
2. Review difficult vocabulary and elicit the meaning of new vocabulary from the students. (**2**)
3. Have students imagine a new planet by having them close their eyes for one minute. Have a few students tell the class what they imagined. (17)
4. Distribute photocopies of teacher-prepared questions to stimulate thinking; have students take turns reading and answering the questions in small groups (see Sample Questions). (**1**, **3**, 8)
5. Have students write their responses to the questions on chart paper in sentences. When this group story is completed, invite a representative from each group to read it aloud. Ask students if they have any ideas to add. (8, 24)

6. Have students write their own paragraphs using some of the questions as their guide. Edit their paragraphs first by looking for clarity of the idea. Hand the paragraphs back and have students clarify and rewrite. (22, 27)
7. Have students hand in the paragraphs a second time and this time edit for grammatical and spelling errors. Have students correct and hand in a final copy. (28, 29)
8. Display student work on a bulletin board. Ask individual students to report on their imaginary planet and to answer class questions. (21, 25)

Sample Questions

1. What is the name of the new planet?
2. How did you get there? Describe the planet.
3. What did you feel? Smell? See?

Submitted by

Laura Spillane
Wyngate Elementary School
Bethesda, Maryland

Chapter 2

Classroom Management

Classroom management can be defined as alterations in classroom dynamics that might facilitate learning (refer to the table on page ix for promising practices eight through thirteen). Because a class of limited-English-proficient students may include a wide linguistic and academic range, it is to the teacher's, as well as the students', benefit to promote a cooperative learning atmosphere in the classroom. This can be accomplished through groupings, such as pair work, small group work, or peer tutoring. Group instruction works well in a classroom in which students are at different grade and/or proficiency levels. The teacher can isolate those instructional objectives or procedures within a particular lesson which require higher level skills and group the students accordingly.

Motivation to communicate and participate within the pairs or groups must be instilled by the teacher. A way to instill the needed motivation is by individualizing the instruction as much as possible. When adapting material, the teacher can develop classroom material so that students can use it without supervision. This then frees the teacher to work with small groups or individual students. Individualizing instruction often entails meeting the different learning levels and linguistic needs of the students by adapting curriculum materials, utilizing learning centers and learning activity packages, making students aware of their weaknesses and allowing them to set their own goals, or initiating student contracts. Through individualized instruction, students are allowed to progress toward long-range objectives at their own pace. Learning styles are sometimes culturally induced. Teachers should thus be aware that silence does not necessarily indicate comprehension nor does nonactive participation indicate disinterest.

In the process of creating opportunities for student interaction, pairing a LEP student with an English-speaking student contributes to the learning of both students. The LEP student is able to practice oral communication in a meaningful, yet unthreatening way, and the English-speaking student can reinforce or review the concept being taught. This tutoring situation also builds the self-esteem of both students involved, an important factor in motivation. Another way in which to build the self-esteem of LEP students is to assign classroom responsibilities that do not require a high English proficiency, such as task assistants. This helps the student feel like a valuable member of the class, and perhaps enables the student to practice the language in a functional manner. A low anxiety environment is most conducive to language acquisition. Involving the students personally in class activities or instilling in the class members genuine regard for each other's opinions, promotes a good learning environment. Although self-discipline plays an important part in learning, a teacher must be sensitive to the participation level due to

cultural differences. Because children learn through interaction, manipulation, and experimentation, flexibility and understanding are necessary to establish a learning atmosphere in which students' creativity will be enhanced, not stifled.

Incorporating parent-student activities into the lesson (either as classwork or homework) is an effective means of building student self-esteem. By highlighting aspects of a child's culture, the teacher reinforces that the native culture is something of which to be proud. Parents or family members can be called upon to recite folk tales or to give presentations of folk art, music, history, or contemporary life styles. These cultural activities should relate as closely as possible to a particular lesson so that the concepts do not seem to be auxiliary class activities.

Lesson 9 — Telling Time

Note

The promising practices highlighted in this lesson—create opportunities for student-student interaction (**8**); encourage active participation by all students by assigning responsibilities that do not require a high English proficiency (**12**).

Content Area
Math/Art

Classroom Organization
ESL

Grade Level
4

English Proficiency Level
Beginner

Time Allotment
Planning: 30 minutes
Teaching: 30 minutes

Instructional Objectives
Students will be able to:

- Tell time to the nearest minute;
- Make a clock out of a paper plate and construction paper.

Prerequisite Skills
- Knowledge of numbers

- Ability to count by fives
- Ability to identify minute and hour hands

Materials

- Paper plates
- Scissors
- Fasteners
- Construction paper
- Marker

Procedures

1. Draw a clock on the board showing students the proper placement of the numbers 1-12. Model various ways of telling time and asking for the time (see Sample Questions). Start with the hour, half hour, and quarter hour, then teach minutes. (14)
2. Have several students practice drawing clocks on the board. (**12**)
3. Help children construct a clock using a paper plate and construction paper. Attach hands with paper fasteners.
4. Using their paper plates, have students test each other on telling time to the nearest minute. (**8**)
5. Send one student to the front of the class and have the student select and set a time on the clock. Tell the student not to show the teacher. Have a student who can see the time tell the teacher what time to set the teacher's clock. Set the clock and allow the class to decide if both clocks read the same time. If the correct time has been communicated to the teacher both clocks will have the same time. (25)
6. Give students instructions for playing *Quizmo* as a follow-up. This game uses a board similar to a BINGO board but with time indicated. Tell the students that you will read a list of times and that they are to cover the time that they hear with a token. The first student to cover a row of times diagonally or horizontally wins the game. (**8**, 17)

Sample Questions

1. What time do you have? Do you have the time? What time is it?
2. Could you tell me the time? What is the correct time?
3. Is that clock correct? Is that the right time? Is it fast? Is it slow?

Submitted by

Florence Cuenin
Lafe Nelson School
Safford, Arizona

Lesson 10

Go Fish

Note

The promising practices highlighted in this lesson—create a comfortable and attractive classroom atmosphere (**9**); incorporate a reward system into teaching activities (**10**); encourage active participation by all students by assigning responsibilities that do not require a high English proficiency (**12**).

This game can be generalized to other skills and content areas. The construction paper fish with vocabulary words written on them can be changed to reinforce new vocabulary or content subjects. To construct the game: tie a string to a dowel rod and attach a magnet to the end of the string; write vocabulary words on fish cutouts fitted with paper clips to attract the magnet.

Content Area
Language Arts

Classroom Organization
ESL

Grade Level
4–6

English Proficiency Level
Beginning

Time Allotment
Planning: 45 minutes
Teaching: 30–45 minutes

Instructional Objective
Students will be able to produce antonyms or synonyms of vocabulary words.

Prerequisite Skill
Ability to read single words

Materials
- Fish cutouts (made of laminated or heavy paper to assure durability)
- Magnets
- String
- Colored construction paper
- Paper clips
- Dowel rod, approximately 1 yard long
- Marker
- Blue cloth or large piece of paper

Procedures

1. Place blue cloth or paper representing the pond on the floor. Have a student monitor help.(**12**)
2. Scatter fish cutouts (with vocabulary words attached to them) on the "pond." (1, 2, **9**)
3. Choose a student (or volunteer) to take the "fishing pole" and "catch" a fish.
4. Direct the student to read the word written on the construction paper attached to the fish cutout and to give the antonym or synonym. (Variations can be used, e.g., matching the capital letter of the alphabet on the fish with the lower case letter exhibited somewhere in the room.) (15)
5. Allow students to take turns fishing until all fish are caught or until time runs out. If a student answers incorrectly the "fish" is thrown back into the pond. (**10,** 27)

Sample Questions

1. What other words and their antonyms/synonyms do you know?
2. Did you ever go fishing? With whom? Where? Do you like to fish? How is our fish pond and equipment different from what you used?

Submitted by

Karen Wiles
Irvington Board of Education
Irvington, New Jersey

Lesson 11 Divergent Thinking

Note The promising practices highlighted in this lesson—create opportunities for student-student interaction (**8**); create a comfortable and attractive classroom atmosphere (**9**); encourage active participation by assigning responsibilities that do not require a high English proficiency (**12**); allow variance in level of participation (**13**).

Content Area

Language Arts

Classroom Organization

Bilingual, Mainstream

Grade Level

4–6

English Proficiency Level
Beginning

Time Allotment
Planning: 15 minutes
Teaching: 30 minutes

Instructional Objectives
Students will be able to:

- Use divergent thinking to fantasize alternative uses of a common object;
- Communicate an action without oral language;
- Verbally express a pantomined action.

Prerequisite Skills
- Rudimentary verbal skills
- Capacity for symbolic thought

Materials
Scarf, can, shoe, spoon, pencil or any other objects the teacher or group decides upon

Procedures
1. Ask students to sit in a circle on the floor. (**9**)
2. Introduce in the first or second language an object, such as a head scarf; ask students to pretend that they are on a desert island and that they must use the scarf for many different uses *except* its originally intended use. (17, 19)
3. Have one student pantomine a possible use while the other students attempt to guess what it is (e.g., a bandit's scarf, a diaper). Once the action is guessed, the object is passed on to another student. (**8, 12,** 14, 15, 17, 25, 27)
4. Direct students to pass the object around the circle at least twice. If a student does not want to do a pantomine (or take an active role in the activity), the object is passed on to the next student. (**13**)

Sample Questions
1. How did you know it was a diaper that he was pantomiming?
2. Look at her hands, what is she trying to tell us?

Submitted by
Barbara Murphy
Chinle Primary School
Chinle, Arizona

Lesson 12

Edible Plant Parts

Note The promising practices highlighted in this lesson—create opportunities for student-student interaction (**8**); create a comfortable and attractive classroom atmosphere (**9**); initiate parent-student activities in the classroom and as home assignments (**11**).

Content Area
Science

Classroom Organization
Bilingual

Grade Level
4

English Proficiency Level
Intermediate

Time Allotment
Planning: 30–45 minutes
Teaching: 20 minutes

Instructional Objectives
Students will be able to:

- Identify plant parts;
- Identify edible plant parts;
- Classify the edible plant parts.

Prerequisite Skills
- Knowledge of parts of the plant (roots, stem, seed, leaf)
- Familiarity with the concept of photosynthesis

Materials
- Common fruits and vegetables
- Large bowls for each group
- Bulletin board
- Classification forms

Procedures
1. Provide motivation with a basket or a bowl of common fruits and vegetables, e.g., apples, lettuce, carrots. (20)
2. Tell students that the purpose of the lesson is to distinguish parts of the plant that they can eat from parts that they cannot eat. (19)

3. Review the parts of the plant, using students' first language as necessary, by asking or telling the students some of the plant's characteristics (e.g., seed, root, leaves, stem, flower, fruit). Use some of the plants in the bowl to illustrate. (15, 16)
4. Divide the class into groups and give each group a bowl of fruits and vegetables. Tell the students to name each part of the fruit or vegetables found in their group bowl. Have them answer two questions:
   1. What part of the plant is it?
   2. What is its job?

   Members of the group take turns answering the questions and checking each other's responses by consensus. (**8**)
5. Give students the following form:

Name: _____ **Date:** _____

Plant Parts That We Eat

seeds	roots	stems
leaves	flowers	fruits

   Name or show the students pictures of several parts of the plant that can be eaten and have them classify the parts after they have identified all the plant parts in the bowl. (15)
6. Display the forms on a bulletin board. (**9**, 27)
7. Review the answers on the form and have students explain why the parts are classified as they are on the forms. (16)
8. Have the students visit the supermarket or fruit and vegetable stand to gather information and to classify the plant parts that they see. Have the students fill out the forms for homework with the help of their parents and report to the class on what they saw. (**11**, 17, 21)

Sample Questions

1. What is this part called? What does it do? What is its function?
2. What part of this plant do you eat?
3. Which plants do you eat in your home?

Submitted by

Ralph Collazo
P.S. #47
Bronx, New York

Lesson 13 What's in the Bag?

Note The promising practices highlighted in this lesson—create opportunities for student-student interaction (**8**); incorporate a reward system into teaching activities (**10**); encourage active participation by assigning responsibilities that do not require a high English proficiency (**12**).

Content Area
Language Arts

Classroom Organization
ESL

Grade Level
4–6

English Proficiency Level
Intermediate

Time Allotment
Planning: 30 minutes
Teaching: 45 minutes

Instructional Objectives
Students will be able to:

- Identify an object after hearing it described;
- Orally describe and give the functions of a common object;
- Read and write the oral description;
- Work cooperatively in a group.

Prerequisite Skill
Familiarity with common objects and their uses

Materials
- Common objects
- Paper bags
- Chalk, chalkboard

Procedures
1. Divide the class into groups of, ideally, three to five people. (**8**)
2. Give each group a bag with an object inside. (15, 20)
3. Ask each group to look at the object but not to show it to the other groups.

4. Ask each group to write eight to ten sentences about its object: four to five sentences to describe it, four to five sentences to give its function (what it does or doesn't do). (14, 24)
5. Have each group read the sentences, one clue at a time, to the other groups who formulate one guess per group after each sentence clue.
6. Direct the describing group to repeat all the clues each time a new one is added. (A different person reads the clues each time.)
7. A point is scored each time the other groups do not guess the object or one group guesses correctly. (**10**, 25)
8. Appoint a student to keep score. (**12**)

Sample Questions

1. What is this object used for? What does it do? What does it look like?
2. How many points does your team have? Did you win that last round?
3. Do you have one of these at home? In your desk?

Submitted by

Betty Ansin Smallwood
Montgomery County Public Schools
Silver Spring, Maryland

Lesson 14 *Inter-Ethnolinguistic Peer Tutoring (IEPT)*

Note

The promising practice highlighted in this lesson—create opportunities for student-student interaction (**8**).

This lesson encourages limited-English-proficient (LEP) students to assume a leadership role in pair or group classroom activities by providing structured practice to LEPs in tutoring fully-English-proficient (FEP) students. The IEPT technique was shown through two research studies to be effective in producing significant gains in vocabulary comprehension, long-term gains in English proficiency, and more verbal social interactions.[1]

Content Area

Any instructional activity with manipulatives

Classroom Organization

Bilingual, ESL, Mainstream

1. Donna Johnson, "Natural Language Learning By Design: A Classroom Experiment in Social Interaction and Second Language Acquisition," *TESOL Quarterly* 17, no. 1 (1983): 55–58; Diane August, "The Effects of Peer Tutoring on the Second-Language Acquisition of Hispanic Elementary School Children" (Ph.D. diss., Stanford, 1982).

Grade Level
4–6

English Proficiency Level
Mixed

Time Allotment
Planning: 1 hour
Teaching: 45 minutes

Instructional Objectives
LEP students will be able to:

- Carry out an instructional activity;
- Instruct a fully-English-proficient (FEP) student to carry out the activity;
- Use the language needed to instruct a FEP student;
- Demonstrate confidence in instructing others.

Prerequisite Skills
- Ability to work with other students
- Some comprehension of simple instructions

Materials
Materials vary according to the activity

Procedures
Training of tutors

1. Seat a group of five to eight limited-English-proficient (LEP) students around a table at a distance from their tutor. Have a lesson plan and all necessary materials available.
2. Show the students the materials you have, talk about them, and pass them out. (20)
3. Check the students' comprehension of the names of most of the materials. Use natural language, do not drill. (22)
4. Carry out the steps of the activity while you talk in a natural manner about what you are doing. (22)
5. Have the group as a whole give you the instructions for carrying out the activity. Carry them out and make some mistakes. See if students correct you. Have each student practice giving the instructions to you or to another student. (27)

Actual tutoring

6. Form pairs of students that are compatible. One must be a FEP student and the other a LEP student. If possible, the FEP should be a native speaker of English. Pairs should be separated from

each other so that tutees will have to rely on communicating with their partner to learn what to do. (**8**)

7. Have the LEP child (the tutor) take the FEP child (tutee) to the table of materials and explain which materials to take.
8. Have the tutor instruct the tutee in the activity using verbal instructions only. The tutor is responsible for seeing that the tutee completes the activity and the final product.
9. Circulate to provide supervision, praise, and comprehensible input to the groups. Give the students feedback on the finished product and display the work of the groups. (25)

Sample Questions

1. What is the first step?
2. What should you do next?
3. What is (the product) going to look like?

Submitted by

Dr. Donna M. Johnson
University of Arizona
Tucson, Arizona
and
Dr. Diane August
Carnegie Corporation
New York, New York

Chapter 3
Teaching Procedures

The majority of the practices identified by the Master Teacher Panel involved instructional techniques (refer to page ix for a list of these promising practices). Because success in learning a concept or acquiring language skills depends largely on the students' motivation toward the learning task, many of these practices highlight ways to increase students' motivation. Contextualizing exercises and content is an effective way of accomplishing this. Teachers contextualize lessons in a number of ways. Language placed into a context where the social parameters are made explicit is meaningful for the student and can give the necessary exposure to language functions that students need—e.g. getting the facts: "What time do you close?" Another example is placing mathematics problems into the context of language and computation skills necessary for a trip to a fast food restaurant. When students can relate vocabulary or content of the lesson to something relevant in their lives, they experience greater retention and easier acquisition.

For language or concept acquisition to take place, the instruction must be comprehensible to the students. A teacher's instructional language does not, however, need to include only items in the student's language repertoire. Instructional language can be made more comprehensible by (1) speaking at a slower rate; (2) using high frequency vocabulary; (3) using visuals, gestures, and paraphrases to explain vocabulary; (4) simplifying syntax; and (5) incorporating special discourse techniques such as tag or yes/no questions.

When teaching limited-English-proficient students, most teachers rely heavily on manipulatives, pictures, and audiovisual equipment. This is especially true when teachers try not to separate academic learning from real world context. Use of audiovisuals not only makes a lesson more interesting to the students, but helps in comprehension of the content. Visuals also complement the lesson by enabling students to understand abstract ideas. Collages can be used to express the meaning of broad concepts, e.g., social injustice. Picture charts can clarify the meanings of homonyms, synomyms, or antonyms. Idiomatic expressions can be taught by contrasting a visual representation of the literal translation with the figurative representation.

Children learn through various sensory modes—visual, aural, kinesthetic, and tactile. Teachers can use the aural mode by reinforcing vocabulary through songs. This serves as a mnemonic device. Learning through the kinesthetic mode involves using physical movement. The teacher models meaning by saying, "I sit down," and then demonstrates the action by sitting down. Total Physical Response techniques rely on teaching through the kinesthetic mode. The teacher says and performs various com-

mands. In the beginning students watch, listen, and perform the action. After students feel comfortable with the language, they initiate their own examples. Techniques involving the tactile mode revolve around letting the students touch representations of the language being taught. In a lesson on opposites, a rock and a pin cushion can be passed around the class for all to feel and associate either hard or soft. Incorporating the use of various sensory modes into the classroom is just another way of involving students in what they are learning.

Another technique to involve students is the use of questioning techniques. Asking questions which require more than a yes or no answer and which cover topics of interest to the students motivates them to use the language. Teachers should accept all students' answers in a nonjudgmental manner and encourage the students to do likewise. This technique can also be used as a springboard for discussions on cultural similarities and differences. Teachers should ask questions which allow students to come up with alternatives, such as a new ending to a story; thus students are led to try out higher level thinking processes—inferencing, evaluating, or creative thinking. Providing opportunities for open-ended classroom situations will develop students' divergent thinking skills and teaches students to become more independent thinkers.

Learning strategies also help students become more independent learners. Learning strategies are self-directed activities which allow students to take more control over their own learning. This may involve learning a new way to organize new material, how to focus their attention on learning the task better, or to place themselves in situations that help them learn. FOCUS 16: "Using Learning Strategies to Develop Skills in English as a Second Language" (NCBE)[2] presents a practitioner-oriented overview of incorporating learning strategies into teaching procedures.

Teachers know that students' attention must be directed toward the learning activity. Communicating the objective to the students at the start of the lesson in language they can understand lets them know what to expect and how to prepare for learning. Presenting a news event or a filmstrip serves as a motivator at the beginning of a lesson and helps grab student attention. While conducting the lesson, teachers may adapt and adjust lesson objectives to make the lesson more meaningful to the students. Similarly each lesson ends with a closing in which information is wrapped up and clarified. This can take the form of an overview, a game, or role playing. A formal or informal assessment exercise can follow the closing.

2. Anna Uhl Chamot and J. Michael O'Malley, "Using Learning Strategies to Develop Skills in English as a Second Language," FOCUS 16 (Rosslyn, VA: NCBE, 1984).

Lesson 15

Invention and Discovery

Note

The promising practices highlighted in this lesson—contextualize instructional language (**14**); provide a hierarchy of questioning techniques (**16**); provide a high interest motivator at the beginning of the lesson (**20**).

Content Area

Science

Classroom Organization

Bilingual

Grade Level

4

English Proficiency Level

Intermediate, Advanced

Time Allotment

Planning: 2 hours
Teaching: Two 1-hour lessons

Instructional Objectives

Students will be able to:

- Recognize the difference between a discovery and an invention;
- Recall important inventions and discoveries made in the United States or their home country.

Prerequisite Skill

Familiarity with the use of reference materials

Materials

- Paper
- Pencil
- Reference books
- Poster board
- Markers

Procedures

Day 1

1. Introduce the concept of invention by giving a few facts about an inventor and the invention, e.g., name, invention, date, place, and importance of the invention. Use the first language as necessary to clarify concepts. If possible bring an example or

model of the invention to the classroom, e.g., the telephone. (**14, 20**)

2. Explain the invention process by relating the following steps to the inventing of the telephone. (**16**)
    1. Understand and define the problem. What do we need?
    2. Review possible solutions. How can we solve the problem?
    3. Follow the most appropriate solution to develop the invention. How well does this solution fill the need?
3. Research notable inventions beforehand; give examples of inventions from the students' native countries. (1, 3)
4. Take students to the library or assign as homework reports on inventions or inventors. Have students write down the inventor's name, the invention, the date and place of invention, and the importance of the invention. (29)

Day 2

5. Ask students to report orally on their homework. List the inventions on the board.
6. Introduce the concept of discovery by talking about a scientific discovery, e.g., gravity. Follow the same questioning format used for inventions. Stress that the object or phenomenon discovered already existed.
7. Give an example of a discovery and ask students to state the similarities and the differences between an invention and a discovery. (**16**)
8. Give students more examples and have them identify whether the example is a discovery or an invention. Ask students to give their own examples of inventions and discoveries. (24)
9. Have students research a favorite invention or discovery and create a poster with the relevant information to be displayed in the classroom. (9)

Sample Questions

1. How is this invention important? How is this discovery important?
2. Have you ever thought of inventing something we need?
3. Can you tell us about some recent discovery? Some recent inventions?

Submitted by

Ralph Collazo
P.S. #47
Bronx, New York

Lesson 16 Opinion Poll

Note The promising practices highlighted in this lesson—provide language input through a variety of modes (**15**); provide a hierarchy of questioning techniques (**16**); provide a high interest motivator at the beginning of the lesson (**20**).

Content Area
Social Studies

Classroom Organization
ESL

Grade Level
5,6

English Proficiency Level
Intermediate

Time Allotment
Planning: 1 hour
Teaching: Two 1-hour lessons

Instructional Objectives
Students will be able to:

- Graph information acquired through reading;
- Make predictions on the basis of information obtained and graphed;
- Interpret the information contained within the graph;
- Scan (read for specific details) and skim (read for general details).

Prerequisite Skills
- Familiarity with numbers and graphs
- Ability to do percentages

Materials
- Short, statistical newspaper article/opinion poll dealing with a current trend or phenomenon in U.S. society
- Lined paper

- Pens
- Rulers
- Chart papers
- Markers

Procedures

Day 1

1. Introduce the concept of an opinion poll by taking one with the whole class (**20**). Example: take a poll on a current topic, e.g., favorite rock singers.
    1. Have students raise their hands to show their opinions;
    2. Tally results on the board;
    3. Figure out percentages together with group.
2. Introduce the term "opinion poll." Ask students to develop a definition of the phrase. (**16**)
3. Hand out an article on a topic. Ask the students to *skim* the article to find out the basic information by answering the following questions: (**16**)
    1. Who is being polled?
    2. What are they being polled about?
    3. Who conducted the poll?
4. Ask students to *scan* the article to get details. Construct a chart which students can fill in to assist them in interpreting the statistical data in the article.

Day 2

5. Review graphing procedures with students. Pass out a piece of blank paper, a ruler, and pen or pencil to each student. Challenge them to graph the poll statistics. (**15**, 24, 28)
6. Follow up this activity by discussing the results. (**16**)
7. Display the students' work by making a bulletin board on the subject of the activity. (25)

Sample Questions

1. What does this graph indicate?
2. How can this information be used? Who uses it?

Submitted by

Pamela M. Ardizzone
Babcock Elementary School
Westerly, Rhode Island

Lesson 17

Creating Imaginary Animals

Note

The promising practices highlighted in this lesson—contextualize instructional language (**14**); provide language input through a variety of modes (**15**); provide opportunities for creative learning (**17**); communicate the objective of the lesson before instruction (**19**); provide a high interest motivator at the beginning of the lesson (**20**).

Content Area
Art

Classroom Organization
Bilingual

Grade Level
5

English Proficiency Level
Intermediate

Time Allotment
Planning: 45 minutes
Teaching: Two 45 - minute lessons

Instructional Objective
Students will be able to draw, name, and describe an imaginary beast.

Prerequisite Skill
Knowledge of common animals

Materials
- *Where the Wild Things Are* by Maurice Sendak (Harper & Row, 1964)
- Brown butcher paper or cut up paper bags
- Wax (grated into shavings)
- Pencils
- India ink and quill pens
- Example of completed artwork
- Newspaper, newsprint paper
- Electric iron

Procedures

Day 1

1. Read aloud Maurice Sendak's book *Where the Wild Things Are*. Discuss with students concepts of wild beasts and creatures. (**14**)
2. Explain that the students will draw upon their previous knowledge of animals to create a "beastie"—a make-believe creature made up of various parts of different animals. Talk about other make-believe creatures. Use as examples creatures from students' native cultures. Show a sample drawing of a beastie, complete with a title and written description. (**14, 19, 20**)
3. Instruct students to do a line drawing on brown butcher paper of a beastie by combining various parts from at least three animals (including humans). Tell students to use pencil first, then trace the drawing in pen and ink. (**15**)
4. Demonstrate how to use pen and ink, and how different pen nibs make different lines of patterns. Encourage students to be creative with lines and patterns, and to fill up most of the paper with the beastie. (**17**)

Day 2

5. When the ink is dry, tell students to: (1) crumple the paper into a tight ball, then to unfold it carefully; (2) place the drawing on top of many layers of newspaper and sprinkle with the grated wax; (3) cover with a sheet of newsprint and many more layers of newspaper; (4) press with a hot iron until all of the wax is melted, creating a batik picture. (**15**)
6. Have students title their beastie by combining syllables from the names of animals used to create the beastie, e.g., zebra + rabbit = zebbit; lion + pig = lipig. (**17**)
7. Have students write a draft of a description of their beastie (see Sample Questions). Correct and hand back to students so they may recopy it onto construction paper.
8. Mount the batik on construction paper and display both the drawing and the description. (9)

Sample Questions

1. What animals make up the beastie? Why did you choose those animals?
2. What does your beastie eat? Where does it live? Is it mean or friendly?
3. What are some silly things it might like to do?

Submitted by

Carla Anderson
Ganado Intermediate School
Ganado, Arizona

Lesson 18 Confirming or Disproving Hypotheses

Note

The promising practices highlighted in this lesson—contextualize instructional language (**14**); provide language input through a variety of modes (**15**); provide a hierarchy of questioning techniques (**16**); teach learning strategies that can be used independently (**18**); communicate the objective of the lesson before instruction (**19**).

Content Area
Science

Classroom Organization
Bilingual

Grade Level
5

English Proficiency Level
Intermediate

Time Allotment
Planning: 30 minutes
Teaching: Two 45 - minute lessons

Instructional Objectives
Students will be able to:

- Use the scientific method to confirm or disprove hypotheses.
- Formulate generalizations.

Prerequisite Skills
Familiarity with the scientific method of observation

Materials
- Chalk, chalkboard
- Paper, pencils
- Crate of oranges
- Napkins
- Waste can

Procedures
Day 1

1. Explain what a generalization is. Clarify concepts in first language if possible. Tell students that in this lesson they will formulate and test generalizations. (**19**)

2. Explain the scientific method of experimentation: (2)
   - Observing the object(s) of study;
   - Forming a hypothesis;
   - Testing the hypothesis;
   - Drawing conclusions.

   Communicate that it will be used to test the generalizations. (**16, 19**)
3. Display a crate of oranges. Elicit hypotheses from students regarding the similarities and differences among oranges (based on their past observations of oranges). Elicit generalizations about color, taste, shape, texture, number of segments, number of seeds. (**18**)
4. Write each generalization on the board in chart form (see illustration). Have students copy this chart onto a sheet of paper at their desks and indicate their hypotheses about the generalizations in the appropriate column. (**14, 15**)

Generalizations	yes	no
1. All oranges are round.		
2. All oranges have twelve sections.		

5. Assign a student to pass out oranges for testing and verification of their hypotheses. Read through each generalization and assist students in drawing conclusions by comparing oranges. To verify conclusions, note the correct answers on the chart. Have students confirm or correct their initial hypotheses. Summarize a general conclusion of the experimental findings: All oranges share certain basic similarities, yet each has its own individual characteristics as well. (12, **15, 16**)

Day 2

6. Write the general conclusion from Day 1 on the board and help students extrapolate this finding to other items, e.g., houses, dogs, food, toys. If "people" does not come up, suggest it and walk through the scientific method to verify this answer. (**18**)
7. Divide students into groups and have them use the scientific method to hypothesize about other items. (8)

Sample Questions

1. In what ways are (oranges, humans, sports) similar or different?
2. Do all people have brown hair, need to eat and sleep, speak the same language?

3. What are some characteristics all plants have in common? What are some that vary?

Submitted by
Esther M. Centeno
Cortada Elementary School
El Monte, California

Lesson 19 Group Reading

Note The promising practices highlighted in this lesson—provide opportunities for creative learning (**17**); teach learning strategies that can be used independently (**18**); communicate the objective of the lesson before instruction (**19**); provide a high interest motivator at the beginning of the lesson (**20**); monitor and adjust activities (**23**).

This activity allows students to become acquainted with the process of evaluating written papers so that they can transfer the skill to self-evaluation of their own written work.

Content Area
Language Arts

Classroom Organization
Bilingual

Grade Level
4, 5

English Proficiency Level
Intermediate

Time Allotment
Planning: 1½ hours
Teaching: Several 45 - minute lessons

Instructional Objective
Students will be able to evaluate the quality of compositions.

Prerequisite Skills
- Ability to cluster and brainstorm
- Write sentences and paragraphs

Materials
- Lined paper
- Pencils

- Dictionaries
- Checklist of evaluation criteria

Procedures

1. Write a topic on the board. Explain that the class is going to think of as many things as possible about the topic and that you will write their ideas on the board. (**19, 20**)
2. Have children write an identifying number instead of their names on several sheets of paper, and then begin an oral discussion in which students are asked to generate as many ideas on a given topic as possible. Write all ideas on the board. (**17**)
3. Have students write on the topic for a set time (15–20 minutes). Then group students and divide the papers among groups. Appoint a group leader. (8, 12)
4. Explain the criteria upon which groups are to base their review of papers, e.g., organization, cohesion, word choice, logic. Show them several examples of papers that meet this criteria (from papers selected from previous years). Walk students through an example to ensure that they understand the criteria.
5. Explain that each student in the group will review one paper, but group discussions of the review process are invited.
6. Give students a set time to review and evaluate the papers, but be flexible if you feel more time is needed. (**23**)
7. Have group leaders collect the papers from their group and pass the set to another group. Distribute a checklist of criteria to be used by the groups to rate the papers. After all papers have been rated, collect them. (12, **19**)
8. Schedule individual conferences with each author and each evaluator to discuss the review.
9. Have students rewrite the composition and hand in.
10. After several rounds of editing, schedule another conference with each author to ask them how they feel about the composition and their progress in general. (**18**)
11. Tell students that they can use their peers to critique what they write, or this can be done on their own with the writing checklist. (**18**)

Sample Questions

1. Why does this paper show good organization?
2. Does this paragraph logically follow the one before it?
3. What would be a better word to use in this sentence?

Submitted by

Elaine Agcaoili
Dewey Avenue School
San Gabriel, California

Lesson 20

Idioms Can Be Fun

Note

The promising practices highlighted in this lesson—contextualize instructional language (**14**); provide language input through a variety of modes (**15**); provide a hierarchy of questioning techniques (**16**); communicate the objective of the lesson before instruction (**19**).

Content Area
Language Arts

Classroom Organization
ESL

Grade Level
4

English Proficiency Level
Intermediate

Time Allotment
Planning: 30 minutes
Teaching: Three 25 - minute lessons

Instructional Objectives
Students will be able to:

- Identify idiomatic expressions in written conversations;
- Recognize the difference between the meaning of the idiomatic phrase and its literal meaning.

Prerequisite Skill
Reading at the intermediate level

Materials
- Chart paper
- Colored markers
- Index cards
- Pictorial examples of the literal meaning of several idioms
- Conversations written on chart paper

Procedures
1. Introduce the lesson by reviewing the meaings of several idioms with which the students are already familiar. (24)
2. Explain the difference between the meaning of these idioms and the meaning that is derived if it is read literally. Tell the class that they will show these differences in drawings. (**19**)

3. Display four different conversations colorfully written on chart paper. Different idioms will appear in each. Have several students read the conversations aloud, and have students guess at what the idioms mean. Ask them how they arrived at their guesses. (**16**)
4. After the students have discussed the meanings of each idiom in the displayed conversation, ask them to draw the literal meaning of the idiom and to write above the drawing the actual meaning of the idiom. (**15**)
5. Give students an example of what you expect them to do, e.g., John was lost in his book. Students would write at the top of their art paper the meaning: very interested, absorbed, concentrating on, then illustrate the literal meaning below the expression (see illustration). (**14**)

6. Have students compile their drawings into a booklet called: *Learning Idioms Can Be Fun!* Have them illustrate the covers and display completed booklets on a bulletin board. (9, 25)

Sample Questions

1. What does this expression mean in this conversation?
2. How do you know this? What was the clue?
3. What does this idiom mean if we take it literally?

Submitted by

Joanne Tartamella
Gaithersburg Elementary School
Gaithersburg, Maryland

Lesson 21 — A Cultural Garden Booklet

Note

The promising practices highlighted in this lesson—provide language input through a variety of modes (**15**); provide a hierarchy of questioning techniques (**16**); provide opportunities for creative learning (**17**); communicate the objective of the lesson before instruction (**19**).

Content Area

Science

Classroom Organization

Bilingual

Grade Level

4

English Proficiency Level
Intermediate

Time Allotment
Planning: 1½ hours
Teaching: Three 45-minute lessons

Instructional Objectives
Students will be able to:

- Use observation ability to describe and label a plant;
- Organize main ideas into a written report;
- Use observation ability creatively to write a poem about a plant;
- Develop a title that supports the main idea of a report, poem, and booklet;
- Use inductive reasoning to speculate on the parts of speech comprising the sentences in a report or poem.

Prerequisite Skills
- Knowledge of the parts of a plant
- Familiarity with parts of speech and concept of rhyming words

Materials
- Four or five barley, pink bean, white bean, and green pea plants
- Drawing paper and crayons or markers
- Writing paper
- Stapler

Procedures
1. Explain to the students that each of them will be developing a booklet about a plant; show them a sample booklet completed by a student a previous year. (**19**)
2. Divide the class into four or five small groups. (8)
3. Give each student five drawing papers, five writing papers, and crayons or markers.
4. Place a barley plant in the center of each group and tell students to observe the color and shape of each leaf. Have them describe the whole plant to each other and come to a consensus. (8, **15**)
5. Have the students draw the barley plant and label it. Have them write two or three sentences to describe the plant and write page one on the bottom of the page. Encourage students to help one another. (8, **17**)
6. Have students read their paragraphs and identify the words that describe each plant. Have students speculate on the part of speech of each descriptive word or phrase. (**16**)

7. After completion of page one, review the concept of rhyming words and tell the students to write a short poem about the barley plant, give the poem a title, and write page two at the bottom of that page. (**17**)
8. Repeat steps four through six with other plants.
9. After each plant has been described, tell the students to list on another page substances that help plants grow. Have them give that page a title that supports the main idea and number the page. (**16**)
10. Have students draw a cover page for their booklet. Staple the pages. Allow students to exchange booklets and compare ideas. (8, **17**)
11. Collect the booklets and put them on display in an area where the students can use them when necessary. (9)
12. Have the students present their booklets and plants to other classes. (29)

Sample Questions

1. What are the leaves like?
2. What word rhymes with stem?
3. What do these words do? Do they describe?
4. What does the title tell the reader? What is its purpose?

Submitted by

Ralph Collazo
P.S. #47
Bronx, New York

Lesson 22 Flagmaking

Note

The promising practices highlighted in this lesson—contextualize instructional language (**14**); provide language input through a variety of modes (**15**); provide a high interest motivator at the beginning of the lesson (**20**).

Content Area

Art

Classroom Organization

Bilingual, ESL, Mainstream

Grade Level

4

English Proficiency Level
Intermediate

Time Allotment
Planning: 30 minutes
Teaching: Two 45-minute lessons

Instructional Objectives
Students will be able to:

- Describe their native country's flag;
- Make their native country's flag;
- Express preferences for colors, designs, symbols.

Prerequisite Skill
Use of reference books

Materials
- Construction paper
- Scissors
- Crayons
- Markers
- Glue

Procedures
1. Help students find their country of ethnic origin in the encyclopedia (or other reference materials) and find the picture of the flag. (3, **15, 20**)
2. Ask students to describe orally their native country's flag—colors, design, symbols. (**14**)
3. Using the prescribed materials, model the making of the U.S. flag. (**14**)
4. Have students make their native country's flag with the art materials. (3, 24)
5. Display finished flags. (9, 25)

Sample Questions
1. What does the _____ symbolize (or stand for)?
2. Which flag(s) do you like? Why?
3. Why do you think countries have flags?

Submitted by
Katherine S. Miller
Princeton Regional Schools
Princeton, New Jersey

Lesson 23

Sounds

Note

The promising practices highlighted in this lesson—provide language input through a variety of modes (**15**); provide a hierarchy of questioning techniques (**16**); provide opportunities for creative learning (**17**); provide a closing in which concepts are clarified (**21**).

This lesson is an excellent example of providing language input through the four sensory modes—visual, auditory, kinesthetic, and tactile.

Content Area
Science

Classroom Organization
ESL

Grade Level
4

English Proficiency Level
Intermediate

Time Allotment
Planning: 1 hour
Teaching: Two 1-hour lessons

Instructional Objectives
Students will be able to:

- Describe sounds (loud, soft, high, low, short, long).
- Predict the sounds particular objects will make.

Prerequisite Skill
Some understanding of gases, liquids, and solids

Materials
- Instruments—xylophone, gong, drum, guitar
- String
- Forks and spoons
- Metal, glass, leather objects

Procedures
Day 1

1. Find out what children know about sound. Ask in an open-ended manner so that students feel free to speak. (**17**)
2. Provide examples of different sounds. (**15**)

3. Have children hum while touching their necks to feel vibrations. Ask them to explain how the sound is made. Define vibration. Provide the visual example of a pebble in a bucket. Define sound. Make an analogy between waves in water and soundwaves.
4. Have children hum while touching their necks, but have them change pitch. Elicit high, low, loud, and soft to describe the pitch variations. (**15**)

Day 2

5. Review concepts of solid, liquid, and gas. Have students identify each with examples in the classroom. (**15**)
6. Have the children lightly tap their desks with their fingernail. Refer back to the definition of sound. Have the children put their ears against the desks and tap with the fingernail as they did before. Ask them how they think the sound is made. Ask if the desk is a solid, liquid, or a gas. Have the students speculate if sound travels better through a solid, liquid, or gas. (**16**)
7. Pass out metal spoons or forks and have the students tie a string to each. Have them bang the spoon or fork against the desk, let it vibrate, and put the string to their ears. Ask through what is the sound is traveling? (**16**)
8. Next play a high note on a glockenspiel or xylophone. Have students predict the pitch of the note according to the size of the string. (**16**)
9. Demonstrate loud and soft with a drum or gong. Do the same with glass, metal, and wood. Have students speculate on why the sounds are different. (**16**) Allow students to experiment with the instruments.
10. Follow up with a record of *Peter and the Wolf* by Prokofiev. (**21**)

Sample Questions

1. Do large things have high or low sounds? What makes sounds loud?
2. When the string is tight, does it vibrate *faster* or *slower*?

Submitted by

Laura A. Chinn
Spring Valley Elementary School
San Francisco, California

Lesson 24 Grab Bag

Note

The promising practices highlighted in this lesson—contextualize instructional language (**14**); provide language input through a variety of modes (**15**); provide a high interest motivator at the beginning of the lesson (**20**); show empathy and understanding toward the students and focus on their ideas and not on their language use (**22**).

The collection of items used for this activity can include kitchen utensils, greeting cards, fabric, packaging items, office items, or adhesives.

Content Area
Language Arts

Classroom Organization
ESL

Grade Level
4–6

English Proficiency Level
Beginning

Time Allotment
Planning: 1 hour
Teaching: 45 minutes

Instructional Objective
Students will be able to identify and label items in English.

Prerequisite Skills
- Some knowledge of the uses of the chosen topic
- Ability to identify numbers

Materials
- Box or large envelope
- Collection of products
- List for students
- Answer key

Procedures
1. Select a topic, e.g., paper products, and collect items representing the topic—paper plates, index cards, paper bags, stationery. (1)

2. Number the items; prepare a student list and an answer key. (1)

Students' List (example)	**Answer Key** (example)
Construction paper	11 – Construction paper
Tissue paper	15 – Tissue paper
Notebook paper	6 – Notebook paper
Index card	8 – Index card
Stationery	12 – Stationery

3. Store the numbered items in a large envelope or in a box that is decorated in bright colors and place in front of the class at the beginning of the lesson. (**20**)
4. Hand out the students' list and read the words with students. After the students are familiar with the words, take the numbered items out of the box. Spread out the items on the table or floor. Explain that each item on the list will be read again and that the students should write the number of the item on their list. Explain that this activity will help them to remember the English names of the items.
5. Have the students write the number of the item next to the words on their list. Tell them that they may handle the items if necessary. (**15**)
6. After the students have written their responses, provide oral clues as a way of checking their responses, e.g., we use this paper to dry our hands. Make appropriate gestures as you speak to make the phrases comprehensible. (**14**)
7. Have students relate interesting anecdotes about their experiences with any of the products. (**14, 22,** 24)
8. Finally, have students draw small representations of the products next to the names on their lists and display these on a bulletin board. (9, **15**, 25)

Sample Questions

1. What other paper products can you name?
2. What do you use paper bags for in your home?
3. What other uses are there for paper towels?

Submitted by

Judy Corren and Valerie Benavidez
Alhambra School District
Alhambra, California

Chapter 4
Evaluation

The promising practices dealing with evaluation identify steps which help make the assessment of a student's performance more productive (see page ix for the list of practices). Evaluation is not synonymous with error correction. In classroom activities in which the instructional focus is on communication, student errors in the target language should not be corrected, as this impedes fluency. Instead, evaluation procedures should measure the instructional objectives by requiring the application of skills developed by the learning activity. Although difficult, it is important for teachers to monitor individual development closely. This enables teachers to stress students' strengths, as well as weaknesses, and to link past success and prior knowledge to the present task of building self-esteem. Prior knowledge consists of students' past and present life experiences which they bring to the classroom. By assessing the degree of prior knowledge about a particular topic that a student possesses, the teacher can ascertain the amount of additional background information or explanation that will be needed so that the student can comprehend the lesson concept fully. One way of assessing prior knowledge on a particular topic is noting the vocabulary that the student uses to talk about the topic.

Evaluation activities can be varied and creative. Teachers have developed many kinds of assessment procedures, both formal and informal. Role-playing situations, dialogs, games, even coming up with alternative answers to a problem are forms of evaluation. What is important is that the students, as well as the teacher, be able to profit from the activity.

To assess whether a student is profiting from the lesson, testing instruments are utilized at some point. The instructional objectives need to be consulted before developing the test as these will dictate the type of testing instrument to be used. If the objectives stress listening skills, appropriate activities include following drawing directions or dialog comprehension activities. Assessment of speaking skills could be accomplished through oral paraphrase of a familiar story, a directed conversation, or an oral interview. Likewise, when testing in the content area, content rather than language skills should be assessed because the focus is on the information being transmitted not on correct forms of the target language. When developing testing instruments, teachers can provide practice in standardized test taking. Teaching test-taking skills includes: (1) exposing students to various testing formats; (2) familiarizing students with testing vocabulary; (3) explaining the processes of elimination and inferring to locate the correct answer; and (4) allowing students ample time to review, edit, and proofread completed tests.

Providing objective, unobtrusive, and immediate feedback is fundamental when instructing LEP students; feedback enables the

teacher and the student to be aware of individual weaknesses and assists the teacher in identifying necessary remediation activities. Expressing positive rather than critical comments encourages students to strengthen their skills through practice and exploration. The results from the evaluation can also be used to determine teaching strategies for future lessons. A teacher can find out which strategies work in each teaching situation and which do not. So the testing instrument not only assesses the student's performance, but the teacher's also.

Lesson 25

Matching Game

Note

The promising practices highlighted in this lesson—build self-esteem by linking students' past achievements and prior knowledge to present task (**24**); provide positive reinforcement for accomplishments through verbal and culturally appropriate nonverbal means (**25**); vary assessment procedures (**29**).

The picture cards used in this lesson can be created by the students in an art lesson by using cutouts from magazines or drawings by the students themselves. As new vocabulary is learned, additional picture cards can be made, and the game expanded.

Content Area
Language Arts

Classroom Organization
ESL

Grade Level
4

English Proficiency Level
Beginning, Intermediate

Time Allotment
Planning: 30 minutes
Teaching: 30 minutes

Instructional Objectives
Students will be able to:

- Demonstrate the cognitive skill of association by linking and explaining the relationship among items;
- Demonstrate divergent thinking skills.

Prerequisite Skills
- Ability to make connections between related items
- Familiarity with the vocabulary on the picture cards

Materials
Picture cards of related items under various topics (clothing, furniture, school items)

Procedures
1. Display picture cards. (Make sure that students have prior knowledge of vocabulary words pictured on the cards.) (**24**)

2. Explain purpose of the lesson—to conceptualize the connection between related items and to be able to describe the connection orally. (19)
3. Demonstrate by picking up two cards and explaining the possible connection between the items pictured. For example, if the items are paper and a pencil: If I had a pencil, I would write on paper.
4. Pick a card and ask a student to choose one from the pile that relates to it and to explain the relationship. Allow that student to pick up the next card and ask a second student to choose a card from the pile that relates to it, initiating a form of a chain drill. Allow students to pass if they do not feel comfortable verbalizing the relationships. (13, **25**)
5. Ask for student volunteers to choose two cards that represent connected items and to explain their relationship. (**29**)

Sample Questions

1. Show us two cards that you would use together. Why do they go together?
2. Here's a pair of pants. What would you wear with them? (e.g., shirt, sweater, suspenders)
3. If you had to set the table, what items could you need? (e.g., plate, knife)

Submitted by

Livia M. Pepper
Rutland Research Center
Paterson, New Jersey

Lesson 26 Descriptive Paragraphs

Note

The promising practices highlighted in this lesson—provide positive reinforcement for accomplishments through verbal and culturally appropriate nonverbal means (**25**); provide immediate positive feedback (**27**); note weaknesses and provide remediation through class activities or individualized instruction (**28**); vary assessment procedures (**29**).

Content Area

Language Arts

Classroom Organization

ESL

Grade Level

4, 5

English Proficiency Level

Intermediate, Advanced

Time Allotment

Planning: 30–45 minutes
Teaching: Three 40 - minute lessons

Instructional Objectives

Students will be able to:

- Arrange given sentences in a logical order to form a paragraph;
- Create sentences about a given topic and write a paragraph with the sentences in logical order;
- Adjust or improve paragraphs which do not contain a logical construction.

Prerequisite Skills

- Ability to describe an object or situation
- Ability to comprehend logical ordering

Materials

- Chalk, chalkboard
- Tape or other attachment agent
- Pencils, paper
- Strips of paper
- Pictures or objects to use as stimuli for discussions

Procedures

Day 1

1. Introduce an interesting visual stimulus to generate a discussion, e.g., a bright or striking picture or photo, an animal, or an unusual object. (15, 20)
2. Question students to elicit descriptive sentences (see Sample Questions). Record the statements on the chalkboard. (17)
3. Question students to elicit a general statement or topic sentence regarding the stimulus. (16)
4. Read the topic sentence and descriptive sentences to the class.
5. Discuss the concept of organizing ideas into paragraphs and how the previous exercise provided an example of how a paragraph should be conceived. (21)

Day 2

6. Attach sentence strips with sentences from the previous day's paragraph to the board in mixed-up order. Ask the class to assist in correctly ordering the sentences. Discuss the reasoning behind the final sequence.

7. Have students divide into groups of four or five and pass out different sets of sentence strips to each group. Have them put the strips in logical order and then share the paragraph with the class. Ask groups to give each other feedback on the final sequence. (8, **27, 28**)

Day 3

8. Introduce a visual stimulus and ask the students to write a paragraph about it, focusing on organization of ideas. (**29**)
9. Initiate class discussions of the paragraphs. (**25**)

Sample Questions

1. What is this? How would you describe it? What does it do?
2. Why does this sequence make sense, and the other one not seem as logical?
3. How is the first sentence (or topic sentence) different from the other sentences?

Submitted by

Laurie B. Baker
Glen Carlyn Elementary School
Arlington, Virginia

Lesson 27 Student Newsletter

Note

The promising practices highlighted in this lesson—build self-esteem by linking students' past achievements and prior knowledge to the present task (**24**); provide positive reinforcement for accomplishments through verbal and culturally appropriate nonverbal means (**25**); note weaknesses and provide remediation through class activities or individualized instruction (**28**); vary assessment procedures (**29**).

This lesson requires much teacher assistance to produce the final product.

Content Area

Language Arts

Classroom Organization

Bilingual, ESL

Grade Level

4–6

English Proficiency Level

Intermediate

Time Allotment

Planning: 30 minutes
Teaching: 70–90 minutes, ongoing

Instructional Objectives

Students will be able to:

- Recount past experiences in writing;
- Correct and improve first draft stories;
- Read and comment on newsletter stories.

Prerequisite Skills

- Knowledge of spelling, grammar, punctuation, organization
- Ability to recount experiences in written format

Materials

- Pencil
- Paper
- Dictionary
- Typewriter, if possible
- Duplicating machine

Procedures

1. Ask students to submit stories about activities in their lives (e.g., what they did on the weekend, a shopping trip, a birthday party) to the teacher. (3, **24**)
2. Discuss possible improvements with the author (e.g., expand or develop ideas, clarifications necessary). (22, **28**)
3. Have students help each other to rewrite stories. (8)
4. Confer with students a final time for editing of mechanical and grammatical errors. (**28**)
5. Have students rewrite articles.
6. Type or print final versions in a newsletter format, duplicate, and distribute to students to read silently. (**25**)
7. Have class discuss stories (see Sample Questions). (**29**)

Sample Questions

1. Which stories did you like? Why?
2. Did you ever feel that way, want that (referring to specific stories)?
3. Why did the author feel that way, do that (referring to specific stories)?

Submitted by

Karen Andreasen
Liberty Elementary School
Valley Cottage, New York

Lesson 28

Animal Descriptions

Note

The promising practices highlighted in this lesson—build self-esteem by linking students' past achievements and prior knowledge to the present task (**24**); provide positive reinforcement for accomplishments through verbal and culturally appropriate nonverbal means (**25**); provide immediate positive feedback (**27**); vary assessment procedures (**29**).

This game can be generalized to categories other than animals. It is an effective follow-up activity to a trip to the zoo or a science lesson on animals.

Content Area
Science

Classroom Organization
ESL

Grade Level
4–6

English Proficiency Level
Intermediate, Mixed group

Time Allotment
Planning: 30 - 45 minutes
Teaching: 45 minutes

Instructional Objectives
Students will be able to:

- Ask and answer simple yes/no questions about animal characteristics;
- Identify animals by their physical characteristics and habits.

Prerequisite Skill
Knowledge of the characteristics of some animals

Materials
- Pictures of animals (preferably in their habitat)
- Chalkboard, chalk

Procedures
1. Show one of the animal pictures to the class and ask them to describe it. Write the descriptions on the board. (2, 20)

Example: elephant

It's gray.	It lives in the jungle (Africa, Asia).
It's big.	It eats plants.
It has a trunk.	It's a mammal.

2. Repeat this process with several very diverse animals, e.g., an insect, a reptile, so that many types of characteristics can be covered.
3. Select a student to come forward to help the teacher model how to play the game. (12)
4. Direct the student to choose a picture and let the class, but not the teacher, see it.
5. Ask questions and make periodic guesses as to what animal the student chose.

   Example:

   Is it tall (heavy, big)? Does it have four legs (scales, fur, skin, wings, a shell)?
   Is it gray (yellow, blue)? Does it live in the jungle (desert, city)?

6. Once the teacher correctly guesses the animal, select a student to choose a new animal picture and let the class ask questions and try to guess what animal it is. The first student who guesses correctly continues the game with a new picture. (16, **24, 25, 27, 29**)

Sample Questions
See step 5.

Submitted by
Dr. C. Ray Graham
Brigham Young University
Salt Lake City, Utah

Lesson 29 The Immigrant Experience

Note The promising practices highlighted in this lesson—build self-esteem by linking students' past achievements and prior knowledge to the present task (**24**); vary assessment procedures (**29**).

Content Area
Social Studies

Classroom Organization
Bilingual

Grade Level
4, 5

English Proficiency Level
Mixed

Time Allotment
Planning: 2 hours
Teaching: Two 1 - hour lessons

Instructional Objectives
Students will be able to:

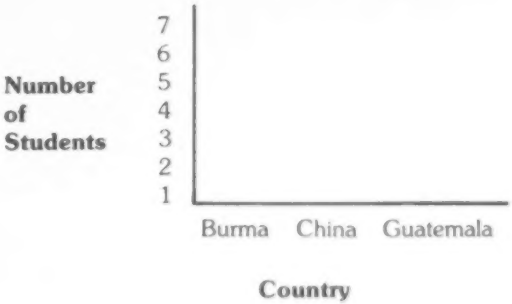
- Locate given countries on a map;
- Interview another student;
- Demonstrate appreciation of another student's culture and family by writing a short paragraph on that student's life.

Prerequisite Skills
- Familiarity with maps
- Knowledge of graphs

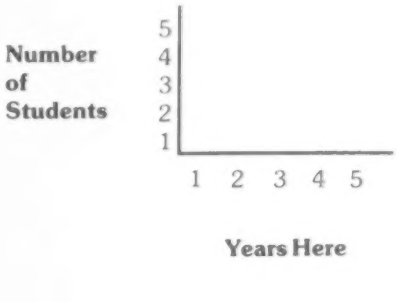
Materials
- Ditto of questions used in the interview
- Flash cards with vocabulary words
- U.S. map, world map, or globe
- Butcher paper

Procedures
1. Prompt a discussion on the location of the United States using a world map or globe. (20)
2. Explain to students that they are going to locate the places that their families came from and will be interviewed by other students. (19)
3. Introduce the terms immigrants and ancestors. Have students look up the words in the dictionary and report to the class the meanings.(18)
4. Direct students to two graphs on the chalkboard: "Where are you from?" and "How long have you been here?" See illustrations. Review graphing skills. (15, **24**)
5. Have students take turns putting their answers on the graphs; discuss the final product.
6. Find and locate students' native countries on a map. Divide the class into small groups with mixed levels of proficiency. Give the students a handout of interview questions and set up a tape recorder for each group. Have the more proficient students begin by asking the interview questions. Informally assess students' communication ability. (8, **24, 29**)
7. After the group interviews, have each group report on their findings.

Where Are You From?



How Long Have You Been Here?



8. As a follow up have students interview their parents and report these findings to the class. (**29**)
9. Tell students to use news articles and pictures of the immigrant experience to illustrate and augment their oral reports. (15)

Sample Questions

1. Why did you come to the United States?
2. Where is the United States in relation to Europe? China?
3. What city/town/village are you from?

Submitted by

Helen Wong Lew
Spring Valley Elementary School
San Francisco, California

Lesson 30 The All about Me Yearbook

Note

The promising practices highlighted in this lesson—build self-esteem by linking students' past achievements and prior knowledge to present task (**24**); note weaknesses and provide remediation through class activities or individualized instruction (**28**); vary assessment procedures (**29**).

This is an ongoing activity that culminates in a personal booklet.

Content Area
Language Arts

Classroom Organization
Bilingual, ESL

Grade Level
4–6

English Proficiency Level
Intermediate, Advanced

Time Allotment
Planning: 45 minutes
Teaching: 45 - minute lessons, one lesson per week, ongoing

Instructional Objectives
Students will be able to:

- Express feelings, beliefs, and ideas;
- Identify facts and details that support the main idea.

Materials
- Duplicating masters for different topics (see samples)
- Activities wheel
- Creative writing box
- Paper, pencils
- Crayons

Procedures
1. Make a creative writing box, and in it place slips of paper on which topic ideas have been written. Tell students to choose those topics about which they want to write (either the first or second language may be used) as contributions to their personal book. (1, 17, **24**)

Sample Topics

My favorite time of day is _____ because _____.

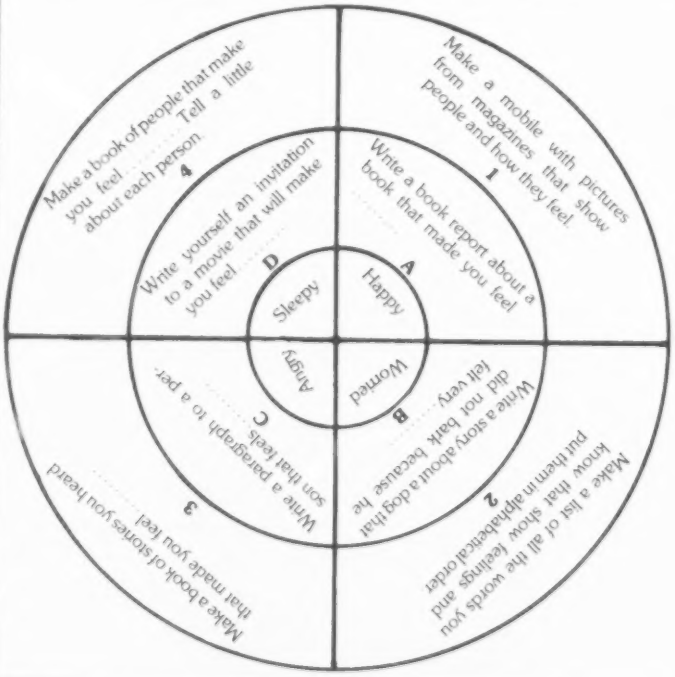
My favorite day is _____ because _____.

This is the way I look now

(draw picture)

My eyes are _____.
My hair is _____.
I weigh _____.
I am _____ tall.
I am _____ years old. I was born _____ 19 ___.
I usually sign my name _____.
Another way I write it is _____.
My favorite nickname is _____.
If I were famous, I would write my name like this _____.

2. Distribute the *Feelings Wheel* (see illustration). Instruct students to make a selection from the center wheel first and complete a specified number of tasks from all three wheels. (**28**)


Happy
Worried
Angry
Sleepy
A
B
C
D
1
2
3
4
Make a mobile with pictures from magazines that show people and how they feel.
Write a book report about a book that made you feel _____.
Make a list of all the words you know that show feelings and put them in alphabetical order.
Write a story about a dog that did not bark because he felt very _____.
Write a paragraph to a person that feels _____.
Make a book of stories you heard that made you feel _____.
Write yourself an invitation to a movie that will make you feel _____.
Make a book of people that make you feel _____. Tell a little about each person.

3. Have students fill out the *All about Me* page as the first page of the yearbook.

All About Me

My name is _____.
I live at _____.
My parents are _____.
I was born in _____.
I am _____ years old.
I have _____ brothers and _____ sisters. Their names are _____, _____, _____.
We have a _____ named _____.

4. Pass out maps of the city or country in which each of your students was born. Have them label the map, make a legend, and write a paragraph about the place. (1, 3, **24**)
5. Have the students write letters to their best friends and include copies of the letters in the yearbook. (17)
6. Have students list on a yearbook page the names of each piece of furniture in their home. Give them newspapers and have them find the price of each item from advertisements. Have the students list the clothes that they have on and look up the prices in newspaper ads. Next, have them list the prices of food, school supplies, and recreational items that they use in a week. (**28, 29**)
7. At the end of the year, familiarize students with the parts of a book, and have students make a cover, title page, and section titles for their books. Have them write an index for their book in outline form. (17, **28, 29**)
8. Display the yearbooks and have students give individual oral reports on contents. Grade students on organization, originality, artwork, and effort. (**29**)

Sample Questions

1. What is the most interesting thing about your family?
2. Why is that your favorite day?
3. What is your favorite nickname?

Submitted by

Elizabeth Amato
Crockett Elementary School
El Paso, Texas

Lesson 31

My Song

Note

The promising practices highlighted in this lesson—build self-esteem by linking students' past achievements and prior knowledge to the present task (**24**); provide positive reinforcement for accomplishments through verbal and culturally appropriate nonverbal means (**25**); teach test-taking skills (**26**); note student weaknesses and provide remediation through class activities or individualized instruction (**28**).

This lesson illustrates the use of the Total Physical Response method as a means of vocabulary development.

Content Area
Music

Classroom Organization
Bilingual, ESL

Grade Level
4

English Proficiency Level
Intermediate

Time Allotment
Planning: 30 minutes
Teaching: One 40 - minute lesson or two 20 - minute lessons

Instructional Objectives
Students will be able to:

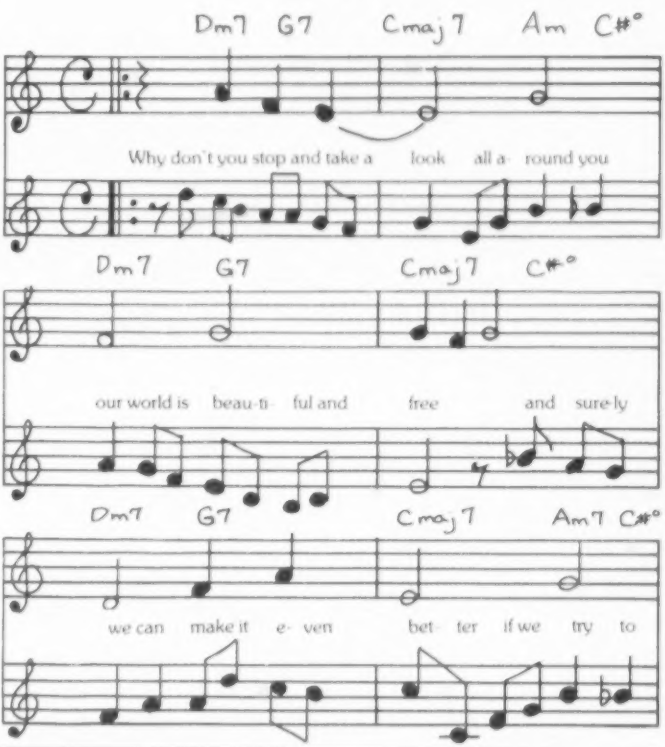
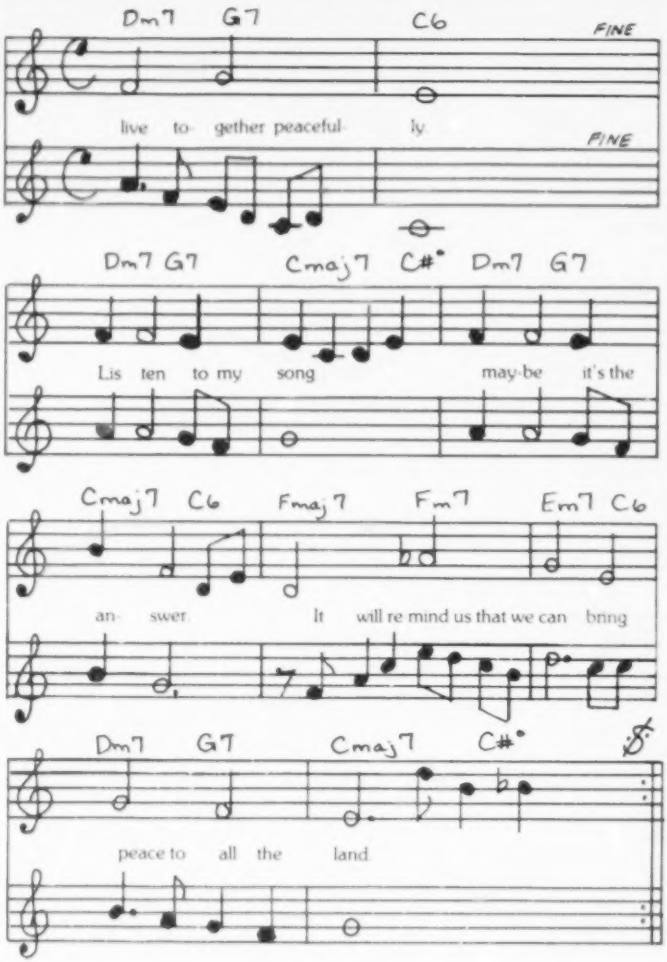
- Discern the difference in intonation between prose and lyrics;
- Sing a new song;
- Discuss the meaning of the song.

Prerequisite Skill
Ability to use inferencing to comprehend meaning

Materials
- Sheet music for each student (see illustration)
- Tape recorder and tape
- Rhythm instruments such as tambourines or rhythm sticks

Procedures
1. Sing or play a tape recording of the prerecorded song as students silently follow sheet music. (20)
2. Read the words to the song using normal intonation as students listen silently. Read the lyrics again, this time acting out the lyrics. (15)

3. Read the lyrics and have the class as a whole and then individual students act out the lyrics. (15)
4. Lead the students in reading the lyrics. Explain how the intonation of words change when they are put to music. Illustrate this for the students using songs with which they are familiar. (**24**)
5. Sing or play the song again, and then read the lyrics to the students using the intonation called for by the music. Lead the children in reading the lyrics using the intonation called for by the music. Reinforce the use of correct intonation. (**25, 28**)
6. Discuss the meaning of the song (see Sample Questions). (2)
7. Sing and play the recording asking the students to join in and also to perform the actions found in the lyrics.
8. After the students have internalized the vocabulary and syntax found in the lyrics, use this knowledge to teach test-taking skills. Test the students on the material using types of standardized tests. (**24, 26**)

MY SONG

Dm7 G7 Cmaj7 Am C#°
Why don't you stop and take a look all a- round you
Dm7 G7 Cmaj7 C#°
our world is beau-ti- ful and free and sure-ly
Dm7 G7 Cmaj7 Am7 C#°
we can make it e- ven bet- ter if we try to

Dm7 G7 C6 FINE
live to- gether peaceful- ly FINE
Dm7 G7 Cmaj7 C#° Dm7 G7
Lis ten to my song may-be it's the
Cmaj7 C6 Fmaj7 Fm7 Em7 C6
an- swer It will re-mind us that we can bring
Dm7 G7 Cmaj7 C#°
peace to all the land

Sample Questions

1. Why do you think we use a different rhythm when we say the lyrics than when we sing the words?
2. What does the first line mean?
3. Who can sing the first verse alone?

Submitted by

Grace Nebb
Milam Elementary School
Hialeah, Florida

Lesson 32

Geographic Categorizing

Note

The promising practice highlighted in this lesson—vary assessment procedures (**29**).

This activity is used as a follow-up experience to reinforce or evaluate the learning of the categories of cities, states, countries, or continents. It can also be generalized to other categorization skills. One or two students (or teams of students) can participate. The folder can also be used as an instructional bulletin board.

Content Area
Social Studies

Classroom Organization
Bilingual, ESL

Grade Level
4–6

English Proficiency Level
Intermediate

Time Allotment
Planning: 2 hours to construct the game board and cards
Teaching: 30 minutes

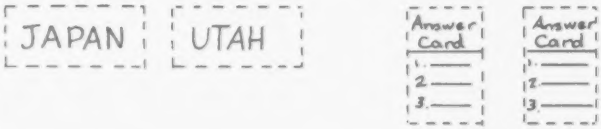
Instructional Objectives
Students will be able to:

- Distinguish between the geographic concepts of cities, states, countries, continents;
- Categorize names of specific cities, states, countries, continents.

Prerequisite Skills
- Knowledge of concept of city, state, country, and continent
- Familiarity with specific cities, states, countries, and continents

Materials
- Markers
- Ruler
- Pencil
- Scissors
- Tag paper for game board
- Poster board for cards

Procedures
1. Construct the game (see illustration). (1)



States	Cities	Continents	Countries

2. Ask a student to take the name cards out of the front of the folder. Ask another student to open up the folder to the category grid. (12)
3. Direct a student to draw the first card and place it in the proper category. If the student does not know to which category it belongs, the turn is forfeited to the opponent who draws a new card.
4. The game continues until all cards are categorized. Answer cards, located in a pocket on the back of the folder, provide an assessment at the end of the game. (**29**)

Submitted by
Elva Cerda Perez
Texas A & I University
Kingsville, Texas

Lesson Evaluation Checklist

Promising Practice	Appropriate	Needs Improvement	Not Applicable
Planning			
1. Incorporated necessary advance preparation.			
2. Planned for additional time to teach vocabulary.			
3. Made instructional content culturally relevant.			
4. Used school and community resources.			
5. Planned for parent involvement.			
6. Adapted commercially available materials.			
7. Planned an initial assessment period.			
Classroom Management			
8. Created opportunities for student-student interaction.			
9. Created a comfortable and attractive classroom atmosphere.			
10. Incorporated a reward system.			
11. Initiated parent-student activities in the classroom and home.			
12. Encouraged active participation by all students.			
13. Allowed variance in class participation.			
Teaching Procedures			
14. Contextualized instructional language.			
15. Provided language input through a variety of modes.			
16. Provided a hierarchy of questioning techniques.			
17. Provided opportunities for creative learning.			
18. Taught learning strategies.			
19. Communicated the objective of the lesson.			
20. Provided a high interest motivator.			
21. Clarified the lesson in a closing.			
22. Focused on communication in content activities.			
23. Prepared to monitor and adjust lesson.			
Evaluation			
24. Linked students' past achievements and prior knowledge to present task.			
25. Provided positive reinforcement.			
26. Taught test-taking skills.			
27. Provided immediate, positive feedback.			
28. Provided remediation for student weaknesses.			
29. Varied assessment procedures.			

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